



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5875 N. Sanders Road, Tucson, AZ 85743

Marana Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Patricia A. Cadigan
Schedule : 07:00 AM to 04:00 PM
Grades : 4-6
Web Address : www.maranausd.org/PR/PRHome.html
Phone Number : (520) 616-3700
Fax Number : (520) 616-3749
E-mail : p.a.cadigan@maranausd.org

Mission

Picture Rocks Intermediate offers a caring and safe environment where school pride is evident showing respect for students, teachers, staff, and visitors. Individual differences are recognized, helping students and staff to explore, define and achieve their academic and personal goals.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in reading and writing by implementing the newly adopted language arts curriculum. Teachers will work in professional learning teams to study research based strategies to improve the overall achievement of all students.
- ü Students will be literate in basic computer skills and will demonstrate this ability by publishing and researching using computer technology.
- ü Create positive learning environments by: 1)implementing Positive Behavioral Supports 2)improving remedial instruction and promoting enrichment activities.
- ü Leadership committees will focus on improving the implementation of curriculum, instruction and professional development by analysis of student achievement on various assessments and surveys of students, parents and staff.

Enrollment

October 1, 2005 School Year Student Enrollment : 415
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü Standards Based Curriculum
- ü Special Education
- ü Title I, remedial and SEI programs
- ü Physical Education
- ü Speech/Language Services
- ü Gifted
- ü Competency Based Guidance Counseling
- ü Band, Orchestra, Choir and General Music

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Picture Rocks will provide a variety of learning experiences to ensure that every student will acquire academic knowledge, be emotionally healthy, and achieve their personal goals. We will provide a disciplined environment conducive to learning.

Parents

Parents are partners with the school. Parents take responsibility for providing their child with proper clothing, nourishment and to ensure their child attends school. Open communication between home and school is vital.

Transportation Policy

The distance the vast majority of our students live from school makes school bus service essential. Bus riders are supervised by the driver while on the bus. The instructions of the driver must be followed.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Staff Recognized as MUSD Heroes in Education	2006
ü Saint Jude Mathathon Participant 4th grade student	2004
ü Golf for Kids Fundraiser	2006
ü Southern Arizona Regional Science Fair Recognition	2006

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1005	80147	100	99	99	483	495	482	9	5	11	16	11	17	51	54	49	24	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	486	39281	100	99	99	484	496	483	7	4	9	22	10	17	49	56	50	23	29	24
Male	66	519	40780	100	98	98	483	494	482	12	6	12	9	11	17	55	52	48	24	31	24
African American	NC	41	4249	NC	98	99	NC	473	464	NC	7	17	NC	15	22	NC	71	48	NC	7	13
Hispanic	27	253	33494	100	98	99	481	489	466	7	6	15	19	15	23	48	53	49	26	26	14
Asian/Pacific Islander	NC	24	2103	NC	100	99	NC	499	515	NC	NA	4	NC	8	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	NC	15	4117	NC	94	96	NC	485	456	NC	7	19	NC	20	27	NC	47	46	NC	27	8
White	102	672	36122	100	99	99	487	499	501	9	5	5	13	9	10	55	53	50	24	34	35
Students with Disabilities	16	140	10295	100	92	92	449	453	443	25	24	33	25	25	26	44	41	33	6	9	8
Students without Disabilities	124	865	69852	100	100	100	488	502	488	7	2	7	15	8	16	52	56	51	26	34	26
Limited English Proficient Students	NC	27	12722	NC	93	97	NC	456	441	NC	22	27	NC	19	33	NC	48	37	NC	11	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	79	333	38371	100	99	97	479	479	465	11	8	15	19	18	23	49	56	49	20	17	13
Non-Economically Disadvantaged	61	672	41776	100	99	100	490	503	498	7	4	6	11	7	11	54	52	49	28	37	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	133	1003	79686	96	99	98	475	484	470	6	5	11	23	16	24	64	69	57	7	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	483	39163	96	98	99	475	490	475	4	3	9	23	14	22	68	71	60	6	13	10
Male	62	520	40438	95	99	97	474	478	465	8	7	13	24	18	25	60	67	54	8	8	7
African American	NC	41	4228	NC	98	98	NC	474	458	NC	5	15	NC	22	28	NC	66	53	NC	7	4
Hispanic	23	253	33299	85	98	98	467	475	452	13	8	17	22	19	32	61	66	47	4	7	3
Asian/Pacific Islander	NC	24	2097	NC	100	99	NC	484	490	NC	NA	5	NC	17	13	NC	75	68	NC	8	14
American Indian/Alaskan Native	NC	15	4087	NC	94	96	NC	479	446	NC	13	16	NC	20	38	NC	60	44	NC	7	2
White	99	670	35914	98	99	98	478	487	489	4	4	5	21	14	15	67	70	67	8	12	14
Students with Disabilities	NC	137	9808	NC	90	87	NC	440	432	NC	26	35	NC	34	32	NC	39	30	NC	1	3
Students without Disabilities	124	866	69878	100	100	100	477	490	475	6	2	8	22	13	23	65	73	61	7	12	9
Limited English Proficient Students	NC	29	12594	NC	100	96	NC	435	422	NC	21	34	NC	45	45	NC	34	21	NC	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	75	331	38095	95	98	97	469	470	452	9	9	17	23	23	32	63	63	48	5	6	3
Non-Economically Disadvantaged	58	672	41591	97	99	99	482	490	486	2	3	6	24	12	16	66	72	65	9	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	998	80372	100	98	99	468	486	475	4	3	4	31	25	30	64	70	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	74	484	39452	100	99	99	482	498	488	1	2	3	26	17	22	72	78	72	1	3	3
Male	66	514	40836	100	98	98	451	474	464	8	3	6	38	33	37	55	62	56	NA	1	1
African American	NC	41	4264	NC	98	99	NC	472	465	NC	2	5	NC	29	35	NC	68	59	NC	NA	1
Hispanic	27	252	33608	100	97	99	467	482	462	7	2	6	30	31	36	59	64	57	4	2	1
Asian/Pacific Islander	NC	24	2098	NC	100	99	NC	495	500	NC	NA	2	NC	25	16	NC	67	75	NC	8	7
American Indian/Alaskan Native	NC	15	4128	NC	94	97	NC	495	464	NC	NA	4	NC	13	39	NC	87	56	NC	NA	1
White	102	666	36213	100	98	99	470	487	489	3	3	2	31	23	22	66	72	72	NA	2	3
Students with Disabilities	16	132	10526	100	87	94	436	443	427	19	11	15	38	56	53	44	31	31	NA	2	1
Students without Disabilities	124	866	69846	100	100	100	472	492	482	2	1	3	31	21	26	66	76	69	1	2	2
Limited English Proficient Students	NC	27	12747	NC	93	97	NC	439	432	NC	4	12	NC	67	52	NC	30	36	NC	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	79	329	38521	100	98	98	463	470	461	6	4	6	29	33	38	63	62	55	1	1	1
Non-Economically Disadvantaged	61	669	41851	100	98	100	474	493	489	2	2	3	34	22	22	64	74	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	1027	79306	95	99	99	490	512	504	11	8	13	25	17	20	59	54	49	5	21	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	486	38845	95	99	99	493	509	505	8	8	11	23	18	20	63	54	50	6	20	18
Male	67	541	40383	94	99	98	487	514	504	13	8	14	27	15	19	55	54	47	4	23	19
African American	NC	33	4171	NC	97	98	NC	499	485	NC	12	20	NC	24	26	NC	45	44	NC	18	10
Hispanic	26	243	32673	93	98	99	478	504	487	19	9	18	23	17	25	58	58	46	NA	16	10
Asian/Pacific Islander	NC	28	2147	NC	100	99	NC	523	539	NC	4	5	NC	21	10	NC	43	46	NC	32	40
American Indian/Alaskan Native	NC	24	4034	NC	100	97	NC	499	479	NC	17	22	NC	8	29	NC	58	43	NC	17	7
White	98	699	36234	96	99	99	492	515	523	9	7	6	27	16	13	57	53	52	7	23	28
Students with Disabilities	17	169	10286	71	95	91	458	471	462	35	28	41	41	31	27	24	35	27	NA	6	5
Students without Disabilities	112	858	69020	100	100	100	495	519	510	7	4	9	22	14	18	64	58	52	6	24	21
Limited English Proficient Students	NC	23	10291	NC	100	96	NC	455	458	NC	35	38	NC	39	34	NC	26	26	NC	NA	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	66	283	37437	93	98	97	483	490	486	15	16	19	26	22	26	56	52	46	3	10	9
Non-Economically Disadvantaged	63	744	41869	97	100	100	497	520	521	6	5	7	24	15	14	62	55	51	8	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	125	1016	79000	92	98	98	492	502	489	6	4	10	23	18	24	63	66	58	7	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	482	38774	95	99	99	495	504	494	6	4	7	23	16	22	63	69	61	8	12	10
Male	63	534	40150	89	97	98	489	500	485	6	5	12	24	20	25	63	63	55	6	12	8
African American	NC	34	4153	NC	100	98	NC	489	476	NC	6	13	NC	26	30	NC	62	53	NC	6	4
Hispanic	24	236	32508	86	95	98	475	494	472	13	5	15	42	25	33	46	61	49	NA	9	3
Asian/Pacific Islander	NC	28	2142	NC	100	99	NC	521	510	NC	NA	4	NC	7	14	NC	79	67	NC	14	16
American Indian/Alaskan Native	NC	24	4016	NC	100	96	NC	490	467	NC	8	14	NC	25	37	NC	63	46	NC	4	2
White	95	694	36135	93	99	98	494	505	508	5	4	4	19	16	14	66	67	67	9	13	15
Students with Disabilities	14	159	9991	58	90	88	451	461	449	29	16	33	36	45	36	36	38	29	NA	NA	2
Students without Disabilities	111	857	69009	99	100	100	497	509	495	4	2	6	22	13	22	67	71	62	8	14	10
Limited English Proficient Students	NC	21	10199	NC	91	95	NC	440	439	NC	29	35	NC	62	47	NC	10	18	NC	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	61	274	37234	86	94	97	482	482	472	10	9	15	30	29	33	56	57	50	5	5	3
Non-Economically Disadvantaged	64	742	41766	98	99	99	501	509	505	3	2	5	17	14	16	70	69	65	9	14	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	1028	79611	99	99	99	480	509	496	9	3	7	46	32	37	45	64	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	64	487	39016	98	100	99	500	524	511	6	2	4	33	22	29	61	75	66	NA	2	1
Male	71	541	40519	100	99	98	462	497	482	11	4	10	58	41	44	31	54	46	NA	0	0
African American	NC	33	4188	NC	97	98	NC	508	486	NC	NA	9	NC	36	40	NC	64	50	NC	NA	0
Hispanic	28	244	32855	100	98	99	471	503	481	21	5	10	36	32	43	43	62	47	NA	0	0
Asian/Pacific Islander	NC	28	2149	NC	100	100	NC	531	519	NC	NA	4	NC	14	24	NC	79	70	NC	7	2
American Indian/Alaskan Native	NC	24	3992	NC	100	96	NC	503	478	NC	4	10	NC	33	46	NC	63	44	NC	NA	0
White	101	699	36380	99	99	99	481	511	511	6	3	4	50	32	30	45	64	65	NA	1	1
Students with Disabilities	23	171	10664	96	97	94	420	465	440	26	11	23	74	64	54	NA	26	22	NA	NA	1
Students without Disabilities	112	857	68947	100	100	100	493	518	504	5	2	4	40	25	34	54	72	61	NA	1	1
Limited English Proficient Students	NC	23	10362	NC	100	97	NC	453	438	NC	13	22	NC	74	57	NC	13	21	NC	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	70	286	37626	99	99	98	471	492	479	13	7	10	46	42	45	41	51	45	NA	NA	0
Non-Economically Disadvantaged	65	742	41985	100	99	100	490	516	511	5	2	4	46	28	30	49	69	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	1019	79327	99	100	98	514	530	518	13	12	19	28	16	20	48	51	46	11	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	502	38961	100	100	98	514	532	520	13	12	16	25	15	20	51	53	48	10	21	16
Male	73	516	40295	97	99	97	513	529	516	14	12	21	30	18	19	44	49	44	12	21	16
African American	NC	25	4247	NC	89	98	NC	516	499	NC	20	27	NC	16	24	NC	56	41	NC	8	8
Hispanic	27	263	32327	100	99	98	505	519	499	22	16	27	26	18	25	41	49	41	11	17	8
Asian/Pacific Islander	NC	21	1939	NC	100	99	NC	557	556	NC	5	6	NC	NA	10	NC	52	47	NC	43	36
American Indian/Alaskan Native	NC	17	4391	NC	100	96	NC	483	489	NC	47	32	NC	12	27	NC	41	36	NC	NA	4
White	109	692	36373	99	100	98	517	535	538	11	9	10	28	16	14	49	52	52	12	23	25
Students with Disabilities	24	131	9321	96	97	87	475	471	467	29	46	54	50	31	22	21	21	21	NA	3	3
Students without Disabilities	117	888	70006	99	100	100	521	538	524	10	7	14	23	14	19	53	56	49	14	24	18
Limited English Proficient Students	NC	21	9431	NC	95	95	NC	470	466	NC	43	53	NC	33	27	NC	24	18	NC	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	75	305	37097	99	99	97	506	512	498	17	18	27	35	23	25	39	46	41	9	13	7
Non-Economically Disadvantaged	66	714	42230	99	100	99	523	538	535	9	9	11	20	14	15	58	53	50	14	24	24

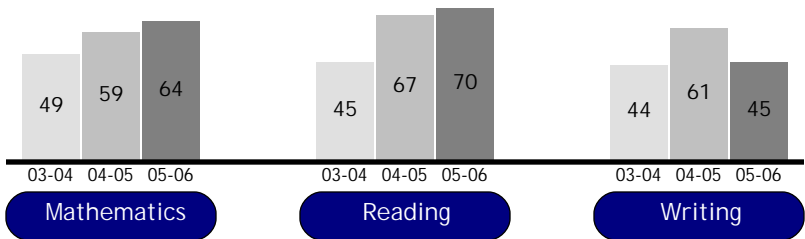
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	1012	79501	94	99	98	506	513	497	4	5	10	20	19	25	73	69	60	3	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	498	39062	96	99	99	513	520	502	5	4	8	14	16	23	78	72	64	3	8	5
Male	70	513	40368	93	98	98	500	507	491	3	7	13	26	22	27	69	66	57	3	6	3
African American	NC	26	4279	NC	93	99	NC	509	485	NC	8	14	NC	12	30	NC	77	54	NC	4	2
Hispanic	24	257	32389	89	97	98	496	503	478	4	7	16	33	25	34	63	63	48	NA	5	1
Asian/Pacific Islander	NC	21	1936	NC	100	99	NC	528	519	NC	NA	3	NC	10	14	NC	81	73	NC	10	9
American Indian/Alaskan Native	NC	16	4401	NC	94	96	NC	473	473	NC	25	17	NC	25	40	NC	50	43	NC	NA	1
White	107	691	36446	97	100	99	510	518	516	3	4	4	18	17	15	76	71	73	4	8	7
Students with Disabilities	18	124	9411	72	92	88	475	464	453	6	26	36	44	44	36	50	31	26	NA	NA	1
Students without Disabilities	117	888	70090	99	100	100	511	519	502	3	2	7	16	15	24	77	74	65	3	8	5
Limited English Proficient Students	NC	21	9401	NC	95	94	NC	437	443	NC	43	40	NC	57	46	NC	NA	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	69	299	37183	91	97	97	503	501	479	6	8	16	22	27	34	70	62	49	3	4	1
Non-Economically Disadvantaged	66	713	42318	99	100	99	511	518	513	2	4	5	18	15	17	77	72	70	3	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	1019	80000	99	100	99	557	577	564	4	2	3	11	8	11	76	75	75	9	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	502	39288	100	100	99	576	593	579	3	2	2	4	3	6	75	73	77	18	22	16
Male	74	516	40644	99	99	98	540	562	549	4	3	4	18	12	15	77	77	74	1	8	7
African American	NC	27	4307	NC	96	99	NC	567	551	NC	4	4	NC	15	13	NC	74	75	NC	7	7
Hispanic	27	263	32672	100	99	99	548	570	548	4	3	4	26	10	14	59	76	76	11	11	6
Asian/Pacific Islander	NC	21	1945	NC	100	99	NC	612	592	NC	NA	1	NC	NA	4	NC	67	69	NC	33	25
American Indian/Alaskan Native	NC	17	4424	NC	100	97	NC	554	549	NC	NA	3	NC	6	14	NC	94	77	NC	NA	5
White	110	690	36602	100	100	99	559	580	579	4	2	2	8	7	7	79	74	75	9	16	16
Students with Disabilities	25	132	9919	100	98	93	502	516	505	12	9	9	24	33	35	60	56	54	4	2	2
Students without Disabilities	117	887	70081	99	100	100	568	586	571	2	1	2	9	4	7	79	78	79	10	17	12
Limited English Proficient Students	NC	21	9571	NC	95	96	NC	498	502	NC	10	10	NC	33	29	NC	57	60	NC	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	75	305	37534	99	99	98	560	562	547	3	4	4	13	10	15	73	76	76	11	10	5
Non-Economically Disadvantaged	67	714	42466	100	100	100	554	584	578	4	1	2	9	7	7	79	75	75	7	17	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
4	Reading	100	51	NA	56	97	48	54	48	96	52	59	52
	Language	100	43	56	52	97	50	55	49	100	50	59	52
	Mathematics	100	54	66	61	98	56	59	53	100	54	65	58
5	Reading	96	48	NA	55	97	54	57	50	92	58	65	56
	Language	98	38	51	49	97	51	56	50	99	50	59	54
	Mathematics	98	51	67	63	97	48	56	49	96	48	59	52
6	Reading	99	53	NA	56	99	53	59	51	93	63	67	56
	Language	99	41	51	48	99	46	53	47	98	50	59	50
	Mathematics	99	57	71	66	99	53	60	52	97	56	67	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Picture Rocks Intermediate School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- ü School Safety Issues
- ü Student Discipline
- ü Instructional Strategies
- ü Extracurricular Activities
- ü Parent/Educator Relations
- ü Regular Student Attendance

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	22.50
Other Professional Staff	4.00	Teacher Aide	3.50

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	6	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	28
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab with Internet
- ü Title I Media Centers
- ü Library/Media Center

Extracurricular Activities

- ü Student Council
- ü Talent Show
- ü Afterschool Clubs and Activities
- ü Get Fit Club
- ü Afterschool Tutoring and Mentoring

Social Services

- ü Desert Winds Wellness Center
- ü Picture Rocks Clothing Bank
- ü LINKS Counseling Services
- ü Title I Parent Involvement Nights
- ü Crisis Intervention
- ü Desert Winds LEAP (Day care program)
- ü Health Services

Picture Rocks Intermediate School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Increase in math achievement. A new math program implemented two years ago has assisted teachers becoming more skilled in math instruction.
- ü Increase in student participation in reading incentive programs including Bikes for Books.
- ü Increase in student engagement and decreased disciplinary action is linked to the implementation of PBS. Providing a positive learning environment, students are encouraged to take responsibility for their learning and behavior.
- ü Picture Rocks Intermediate runs a jumpstart program for third graders that are transitioning to the new school. Students are given the opportunity to get a head start on reading and math instruction prior to school starting.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have implemented Positive Behavioral Supports school wide. Our focus is recognizing positive behaviors and re-teaching when inappropriate behaviors occur. Our motto, 'Soar with 4' means to Be Here, Be Ready; Be Responsible; Be Respectful; and Be Safe.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Patricia A. Cadigan	(520) 616-3700
Transportation Policy	Don Powers	(520) 682-1055
Community Resources	Christina Noreiga	(520) 579-4920
School Nutrition Programs	James Remete	(520) 682-4737
Parent Organization	Patricia Cadigan	(520) 616-3700
Student Health/Nurse	Betina Stagner	(520) 616-3700

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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